

 Year Group: 3	Value Focus: Contribute	AUTUMN TERM 1 School Year 2026-2027
RRS Article 12: Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.		British Values: Democracy, Individual liberty, The rule of law

	Week 1 30 th August 2026	Week 2 7 th September 2026	Week 3 14 th September 2026	Week 4 21 st September 2026	Week 5 28 th September 2026	Week 6 5 th October 2026	Week 7 12 th October 2026	Week 8 19 th October 2026
Whole School Events	Monday Holiday Tuesday INSET	Establishing Week 2 Welcome Meetings Elections Curriculum Newsletters Home RRSA Buzz Day (Fri)	Job Centre and Clubs start	Tennis Coaching Photo Day	Parents Evening National Poetry Day PIXL TESTING 3-5	Parents’ Evenings Year 3 to Horniman	Attendance Focus Fortnight	Attendance Focus Fortnight Attendance Reward
Curriculum Monitoring	Establishing Week	Planning	Presentation	RWI	Planning	Writing/Kinetic Letters	Maths	Books of Wonder (RE & P4C)
Enrichment (Trips/Visits)			Parliament Trip Tennis Coaching	Y6 Junior Citizens	BHM Year 6 Junior Citizen Y6/Y7 Picnic	H’Man -Year 3	Year 6 Residential	Year 5 Residential
Class Read (Story time)	Texts from previous year groups should be revisited - Curriculum Texts (CUSP).xlsx Iron Man							
English Reading		Greta and the Giants Block 1 Focus on the narrative section of the core text Exploring Greta’s character	Greta and the Giants Block 1 Focus on the nonnarrative section of the core text Understanding climate change	Leon and the Place Between Block 4 Focus on the core text for summarising and authorial intent Focus on the instruction text, information text and narrative extract for retrieval	Y3-Y5 PIXL Testing	Leon and the Place Between Block 4 Focus on the core text for prediction and personal response Focus on the court transcript, playbill and narrative extract for inference	Leon and the Place Between Block 5 Focus on the core text for comparing and understanding themes Focus on the discussion text, letter and narrative for retrieval	Leon and the Place Between Block 5 Focus on the core text for prediction and personal response Focus on the description and poems for inference
Reading Outcomes		Know: A summary is a brief overview of a text. How real events can be presented as a narrative. Be able to: Retrieve key details by reading closely. Respond to the core themes in a text.		Know: The differences and similarities between picture and chapter books Inference combines evidence from the text and personal experience to make a conclusion Be able to: Draw diagrams to exemplify some text Find evidence to support a given inference		Know: A theme is a subject or idea that recurs throughout a text The difference between stated and suggested information Be able to: Identify an appropriate theme for a text		

						Use clues to interpret the intended meaning	
English Writing		Poetry on a theme (emotions) Explicit teaching of the grammatical structures and text conventions required	First person narrative descriptions Explicit teaching of the grammatical structures and text conventions required	First person narrative descriptions Structural understanding, planning and execution of extended outcome	Y3 Comparative Judgements Non-chronological reports Explicit teaching of the grammatical structures and text conventions required	Non-chronological reports Structural understanding and planning of extended outcome	Non-chronological reports Execution of extended outcome
Writing Outcomes		Know: How to form and use: •alliteration •rhyme •assonance Be able to: Prepare and perform narrative poems Make connections between poems Select precise and ambitious vocabulary Write a poem on a theme	Know: A range of descriptive devices First person perspective How to use coordinating conjunctions Be able to: Describe a setting in detail Build atmosphere through precise selection of vocabulary		Know: The structure and tone of a non-chronological report How to use paragraphs to organise information Be able to: Use a variety of sentence structures Select and use precise and formal vocabulary		
VGPS	Introduce: Introduction to direct speech including inverted commas Use of a/an Formation of nouns using prefixes Expressing time, place and cause using conjunctions Consolidate: Commas to separate items in a list Past progressive and present progressive tense Use of the suffixes –er, –est in adjectives Use of –ly in Standard English to turn adjectives into adverbs Synonyms and antonyms						
Spoken Language Expectations	- Listen and respond appropriately to adults and their peers - Ask relevant questions to extend their understanding and knowledge - Use relevant strategies to build their vocabulary						

	• Articulate and justify answers, arguments and opinions • Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • Consider and evaluate different viewpoints, attending to and building on the contributions of others • Speak audibly and fluently with an increasing command of Standard English • Participate in discussions, presentations, performances, role play, improvisations and debates • Gain and maintain the interest of the listener				
Maths	Establishing Weeks Place Value games that involve representation Practice reading time regularly as ‘minutes past’ and ‘minutes to’ Recall of 2, 5 and 10 times tables regularly Maths Wall Plan: <i>Monthly Calendar</i> <i>Attendance chart as bar chart</i> <i>Carroll Diagram of class's interests</i>	Number: Place Value within 1000 Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number How would we count? Introduce missing number sequences in basic skills as well, modelling counting on from given numbers Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) Coded hundred square, Which scripts? Compare and order numbers up to 1000 Identify, represent and estimate numbers using different representations Read and write number up to 1000 in numerals and in words Solve number problems and practical problems involving these ideas Take three numbers, Planning a school trip, Number differences, Sitting round the party tables, Number match, A mixed up	Y3-Y5 PIXL Testing	Gap filling based on test outcomes	Number: Addition and Subtraction Add and subtract mentally, including: • A three-digit number and ones • A three-digit number and tens • A three-digit number and hundreds Estimate the answer to a calculation and use inverse operations to check answers Use representations first to introduce inverse relationship Model using inverse to check with arithmetic practice Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction Buying a balloon, Super shapes, Strike it out, Dicey addition, Half time, Play to 37, Build it up, Finding Fifteen, Domino square, Got it, Make

			clock , That number square , Three neighbours , Magic Vs , Square subtraction Power Maths NCETM Planning Resources NRich: How would we count? Coded hundred square , Which scripts? Take three numbers , Planning a school trip , Number differences , Sitting round the party tables , Number match , A mixed up clock , That number square , Three neighbours , Magic Vs , Square subtraction Books: A Place for Zero (Angeline Sparagna LoPresti)				37 , Consecutive numbers , Dice in a corner , 4 Dom Missing number work in calculations that have 2-3 numbers to add or subtract Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction Introduce multi-step problems, incl problems with 3 quantities involved Power Maths NCETM Planning Resources NRich: Buying a balloon , Super shapes , Strike it out , Dicey addition , Half time , Play to 37 , Build it up , Finding Fifteen , Domino square , Got it , Make 37 , Consecutive numbers , Dice in a corner , 4 Dom Books: The King's Chessboard (David Birch)	
Maths Vocabulary			place value, digit, hundreds, tens, ones, multiple, sequence, estimate, compare, order, numeral, partition, number line, greater than, less than				addition, subtraction, inverse, estimate, calculate, mental method, column addition, column subtraction, exchange, regroup, digit, place value, missing number, check, multi-step problem	
Maths Basic Skills		Know the number bonds up to 20 and derive related facts to 100 Know the multiplication and division facts for the 2 times table	Know the number bonds for each number to 20 Know the multiplication and division facts for the 5 times table	Know the multiplication and division facts for the 10 times table Tell the time to the nearest hour, nearest half hour, nearest quarter	Know the number bonds for each number to 100 Know the multiplication and division facts for the 3 times table	Know the number bonds for each number to 100 Know the multiplication and division facts for the 4 times table	Know the number bonds for each number to 100 Know the multiplication and division facts for the 8 times table	Tell the time to the nearest hour, nearest half hour, nearest quarter hour, nearest 5 minutes

				hour, nearest 5 minutes				
Science	<u>Rocks</u> • compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • recognise that soils are made from rocks and organic matter							
			How are rocks formed?	What types of rocks are there?	Can rocks change?	How can we test a rock to see if it is limestone or chalk?	Is soil just dirt? What makes soil?	How are fossils formed? Elaborate and remember rocks, soils and fossils

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Enrichment (Trips/Visits)							Year 6 Residential	Year 5 Residential
Foundation Subjects (Blocked) • History • Geography • RE • Art • DT • PSHE	PSHE Keeping/Staying Safe Leaning out of Windows be able to recognise a range of warning signs be able to spot the dangers we may find at home know the importance of listening to our trusted adults be able to understand ways we can keep ourselves and others safe at home know the differences between safe and risky choices Summative Topic	History Changes in Britain from the Stone age to the Iron age <u>National Curriculum:</u> Changes in Britain from the Stone Age to the Iron Age <u>Cusp outcomes:</u> Introduce the three periods of time in the Stone Age. What were Palaeolithic times like? How do we know? What were Mesolithic times like? How do we know? What were Neolithic times like? How do we know? When was the Bronze Age? What was the Bronze Age like? How do we know? How was the Bronze Age different to the Stone Age? When was the Iron Age? What was the Iron Age like? How do we know? Desirable: What changes do artefacts, burials and monuments tell us about the difference between the Stone Age, Bronze Age and Iron Age?			DT Project on a Page <u>Mechanical systems- Levers and Linkages</u> Designing Generate realistic ideas and their own design criteria through discussion, focusing on the needs of the user. Use annotated sketches and prototypes to develop, model and communicate ideas. Making Order the main stages of making. Select from and use appropriate tools with some accuracy to	PSHE Relationships Touch understand the difference between appropriate and inappropriate touch know why it is important to care about other people's feelings understand personal boundaries know who and how to ask for help be able to name human body parts Summative Topic During the summative topic, children will revisit the baseline module quiz, and additional activities, to summarise their learning for	Music Oak Academy Year 3 Unit 1 Start with playing: adding percussive layers to build to texture in our songs. Lessons in unit 1. Chanting and singing in time 2. Adding simple instrumental parts to songs and chants 3. Building texture with a rhythmic ostinato 4. Playing and singing simultaneously 5. Rehearsing layers of unpitched accompaniments under a chant 6. Rehearsing layers of unpitched accompaniments under a song	

	During the summative topic, children will revisit the baseline module quiz, and additional activities, to summarise their learning for this module. These activities will support teachers in recognising any remaining gaps in knowledge. Teaching staff may wish to revisit topics, extension activities or additional topic links which feature in the teacher notes.		cut, shape and join paper and card. Select from and use finishing techniques suitable for the product they are creating. Evaluating Investigate and analyse books and, where available, other products with lever and linkage mechanisms. Evaluate their own products and ideas against criteria and user needs, as they design and make. Technical knowledge and understanding Understand and use lever and linkage mechanisms. Distinguish between fixed and loose pivots. Know and use technical vocabulary relevant to the project.	this module. These activities will support teachers in recognising any remaining gaps in knowledge. Teaching staff may wish to revisit topics, extension activities or additional topic links which feature in the teacher notes.	Tier 3 vocabulary to emphasise in lessons • Ostinato • Accompaniment • Texture • Unpitched percussion • Ensemble • Simultaneously	
Vocabulary	Leaning out of Windows PCSO Appliances	Ancient Community Dense Extinct	mechanism, lever, linkage, pivot, slot, bridge, guide	Touch Communicate Situation Penis		

	• Perform movements with increased control • Express moods and feelings throughout the dance piece Can decide with others which floor patterns/pathways to follow							
	Dance, twist, turn, rhythm, step, music, beat, stretch, levels, fast, slow, direction, huddle, group, mood, feeling, musicality, emotions, facial expression, improvisation, rehearse, director							
PSHE Weekly Reflection (Scheme Blocked)	Making a good first impression: good manners, appearance and positive attitude.	Ready to Learn	Mind Your Manners	Be included	Play your part; do your bit.	Talents- everybody's got one.	All different, all equal	Respect Yourself – It's good to be me!
P4C Skills	Setting ground rules. Sharing first thoughts.							
P4C Enquiries		Year 3 Enquiry 1		Year 3 Enquiry 2			Year 3 Enquiry 3	